

# TEACHER SEPARATION ANALYSIS

Stafford Municipal School District

2024-2025 Academic Year | Retention Risk & Demographic Insights

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|---|---|--|--|
| <h2>221.2</h2> <p>Total Teachers (TAPR)<br/><i>Fort Bend County; diverse district</i></p> | <h2>37</h2> <p>Total Separations (PIR)<br/><i>16.7% separation rate</i></p> | <h2>17.4%</h2> <p>Black Teacher Sep. Rate<br/><i>19 of 37 exits; above 16.7% avg</i></p> | <h2>40.5%</h2> <p>Other Employment Rate<br/><i>Dominant exit reason — 15 of 37</i></p> |
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## Executive Summary

This report analyzes teacher separation data from Stafford Municipal School District (MSD) for the 2024-25 school year using two data sources: the Texas Education Agency's Texas Academic Performance Report (TAPR) and the district's Personnel Information Report (PIR). Stafford MSD is one of Texas's most racially diverse school districts, with a teacher workforce that is 49.4% African American, 24.5% Hispanic, 15.8% White, and 9.4% Asian — a demographic profile that makes its teacher retention patterns uniquely significant for equity analysis.

The PIR records 37 teacher departures — a 16.7% overall separation rate that sits above the Texas state average and meaningfully above the rates observed at comparable suburban Fort Bend County districts. Within this dataset, African American teachers account for 51.4% of departures (19 of 37) at a separation rate of 17.4% — slightly above the district average and worth monitoring. More striking is the dominant exit reason: 'Other Employment' accounts for 40.5% of all separations, confirming that Stafford MSD is not losing teachers to retirement or family reasons but to competitive market forces — neighboring districts, private schools, and other employers actively recruiting away the district's teaching staff.

Critical patterns identified in this report: (1) Special Education and Life Skills combined account for 8 departures (21.6%); (2) Math and ELAR each lost 7 teachers across all school levels; (3) The STEM Magnet Academy lost all 4 of its departing teachers — 3 Asian females choosing to remain at home — raising concerns about working conditions specific to the magnet campus; (4) Two teachers were Terminated by Board action; (5) Science departures hit every school level simultaneously; and (6) The district's bilingual program lost 5 teachers including its experienced ESL specialist.

| Key Metric                        | Value  | Context  |
|-----------------------------------|--------|--|
| Total Teachers in District (TAPR) | 221.2  | Fort Bend County; 15.8 students per teacher            |
| Total Separations (PIR)           | 37     | 16.7% overall separation rate — above TX state average |
| African American Separation Rate  | ~17.4% | 19 departures; slightly above district average         |

| Key Metric                         | Value                    | Context  |
|------------------------------------|--------------------------|--|
| Dominant Exit Reason               | Other Employment (40.5%) | 15 of 37 — competitive market driving departures             |
| SpEd / Life Skills Departures      | 8 (21.6%)                | All campuses; Inclusion, Life Skills, ECSE subtypes          |
| Math Teacher Departures            | 7 (18.9%)                | All levels: ES, MS, HS, STEM; career changes + relocation    |
| ELAR Teacher Departures            | 7 (18.9%)                | All levels: ES, MS, HS, STEM; bilingual ELAR included        |
| STEM Magnet Academy Departures     | 4 (10.8%)                | 3 Asian females 'remain at home'; 1 terminated; 1 relocating |
| Bilingual / ESL Program Departures | 5 (13.5%)                | All Elementary; veteran ESL teacher retired                  |
| Board Terminations                 | 2 (5.4%)                 | HS Inclusion-HS (African Am., M) and STEM Math (Asian, M)    |
| Science Departures                 | 4 (10.8%)                | HS, MS, STEM x2 — cross-level STEM gap forming               |
| Career Change Departures           | 2 (5.4%)                 | Both male: HS Math (Asian, 7yr) and MS Math (AA, 2yr)        |

## Section 1: Race & Ethnicity Analysis

Stafford MSD is one of the most racially diverse school districts in Texas, with an African American teacher majority (49.4%), a substantial Hispanic cohort (24.5%), and notable Asian (9.4%) and White (15.8%) populations. This diversity makes racial disaggregation of teacher departures a central equity analysis — no majority-White departure pattern dominates, and the dynamics of each racial group's attrition carry distinct implications for the district's commitment to a diverse teaching workforce.

| Race/Ethnicity                | District Staff (TAPR) | % of Staff  | Separations (PIR) | Sep. Rate    | Attrition Index |
|-------------------------------|-----------------------|-------------|-------------------|--------------|-----------------|
| African American              | 109.2                 | 49.4%       | 19                | 17.4%        | 1.04            |
| Hispanic                      | 54.3                  | 24.5%       | 4                 | 7.4%         | 0.54            |
| White                         | 34.9                  | 15.8%       | 6                 | 17.2%        | 1.03            |
| Asian                         | 20.8                  | 9.4%        | 6                 | 28.8%        | 1.72            |
| American Indian/Alaska Native | 1.0                   | 0.5%        | 2                 | 200%*        | —               |
| Two or More Races             | 1.0                   | 0.5%        | 0                 | 0%           | 0.00            |
| <b>DISTRICT TOTAL</b>         | <b>221.2</b>          | <b>100%</b> | <b>37</b>         | <b>16.7%</b> | <b>1.00</b>     |

\* American Indian/Alaska Native pool (1.0 FTE per TAPR) is too small for meaningful rate or index calculation. Asian Attrition Index of 1.72 reflects 6 departures from a staff of only ~21 teachers and warrants careful monitoring.

### African American Teachers — Above-Average Attrition Across All Campuses

African American teachers constitute 49.4% of Stafford MSD's workforce and account for 51.4% of departures — yielding an Attrition Index of 1.04, just marginally above proportional. While this does not constitute a statistical alarm, the absolute volume is significant: 19 African American teachers left in a single year from a staff of 109. The departure pattern spans all campuses, all levels, and all primary reasons, with 'Other Employment' accounting for the overwhelming majority.

- **Competitive Recruitment Dominant:** 15 of 19 African American departures (79%) listed 'Other Employment' as their primary reason — the highest within-group 'Other Employment' rate in the dataset. These are not disengaged educators drifting away; they are actively recruited educators accepting better offers from competing institutions.
- **Cross-Campus Breadth:** African American teachers departed from every campus and every school level — Early Childhood Center (1), Elementary (7), High School (5), Middle School (5), with no campus spared. This cross-campus breadth rules out a single campus climate or leadership problem; the cause is district-wide conditions relative to the external market.
- **All-Experience-Level Pattern:** African American departures span a wide experience range: 0, 2, 2, 4, 5, 7, 8, 9, 10, 10, 12, 15, 18, 18, and 18 years — indicating early-career, mid-career, and senior educators are all choosing to leave for other employment. No experience band is retaining African American teachers at a higher rate than others.
- **Senior SpEd Double Exit:** Two African American teachers had 18 years of experience: an Elementary Inclusion-ES teacher (Female) and an ECC Life Skills/ECSE teacher (Female, retired). Their simultaneous departure removes the district's most senior African American Special Education educators from two campuses.
- **Male Exit Complexity:** Two African American male teachers received Board terminations or career changes from the HS: one terminated (Inclusion-HS, Master's, 9 years) and one career change (7th Grade Math, Bachelor's, 2 years). These involuntary and active-choice exits add complexity to the African American departure profile beyond simple competitive recruitment.

### **ALERT: ASIAN TEACHER SEPARATION RATE OF 28.8%**

Asian teachers represent 9.4% of Stafford MSD's teaching staff — approximately 21 teachers. 6 departed in 2024-25, yielding a 28.8% separation rate and an Attrition Index of 1.72. Critically, 4 of the 6 Asian departures were concentrated at the STEM Magnet Academy — 3 listing 'Remain at Home' as their reason and 1 terminated by the Board. This concentration raises serious questions about the STEM Magnet's working conditions for Asian female educators. The remaining 2 Asian departures were from HS (career change, Math) and MS (relocating). The district should investigate whether the STEM Magnet's administrative environment, workload structure, or workplace culture is specifically driving Asian teacher attrition.

## Asian Teachers — STEM Magnet Concentration

All 6 Asian teacher departures reflect distinct circumstances: 3 STEM Magnet females chose 'Remain at Home,' 1 STEM Magnet male was terminated, 1 HS male left for a career change, and 1 MS female relocated. The STEM Magnet concentration (4 of 6 Asian departures) is statistically remarkable given the campus's small size and warrants a campus-specific investigation.

- **Simultaneous 'Remain at Home' Cluster:** The three 'Remain at Home' departures from Asian females at the STEM Magnet — ages 47, 36, and 32, with 1, 3, and unknown years of experience — span different career stages but made identical exit decisions simultaneously. This unusual clustering suggests shared working conditions or a campus culture that made returning to work less appealing than the alternative.
- **Career Change Math Exit:** A 31-year-old Asian male (7 years, Master's) at HS chose to change career fields — a mid-career departure from a credentialed Math educator that signals the district's compensation or working conditions are insufficient to retain talent against non-education opportunities.

## Hispanic Teachers — Below-Average Attrition with Bilingual Risk

Hispanic teachers show the strongest retention in the dataset — only 4 departures from a staff of 54.3 (7.4%, Attrition Index 0.54). However, 3 of the 4 departures were bilingual-certified teachers (5th Grade BIL and two Hispanic/White teachers in ELAR roles), representing a concentrated loss from the district's bilingual program pipeline at a time when bilingual teacher shortages are severe statewide.

- 22-Year Bilingual Veteran:** A Hispanic/American Indian 22-year veteran bilingual teacher (5th Grade BIL, Elementary) chose 'Other' as his exit reason — a senior educator's ambiguous departure that may represent dissatisfaction, retirement without TRS, or personal circumstances. His 22 years of bilingual instruction at the elementary level is a significant institutional loss.
- MS ELAR Bilingual-Background:** Two Hispanic/White teachers departed from MS in ELAR roles — a 14-year veteran (8th Grade ELAR, Bachelor's, 'Other') and a 5-year educator (7th Grade ELAR, Master's, 'Other Employment') — removing experienced bilingual-background ELAR educators from the district's middle school English instruction team.

## White Teachers — Proportional Departures with Retirement Anchor

White teachers have an Attrition Index of 1.03 — nearly perfectly proportional. Of the 6 White teacher departures, 3 were retirements (a 27-year bilingual teacher, a 22-year ESL teacher, and an 11-year JROTC teacher), making the White departure profile the most 'natural' in the dataset. The remaining 3 White exits were Other Employment (HS Inclusion) and Relocating (HS Dance and STEM ELAR).

## Section 2: Sex / Gender Analysis

Female teachers constitute 60.3% of Stafford MSD's teaching workforce and account for 62.2% of departures — slightly above their workforce proportion (Attrition Index 1.03). Male teachers represent 39.7% of the workforce and account for 37.8% of departures — marginally below proportional. At the aggregate level, neither gender shows a dramatic retention disparity. However, the gender patterns within specific subject areas and campuses reveal important asymmetries.

| Sex                   | District Staff (TAPR) | % of Staff | Separations (PIR) | % of Sep. | Approx. Sep. Rate |
|-----------------------|-----------------------|------------|-------------------|-----------|-------------------|
| Female                | 133.5                 | 60.3%      | 23                | 62.2%     | ~17.2%            |
| Male                  | 87.7                  | 39.7%      | 14                | 37.8%     | ~16.0%            |
| <b>DISTRICT TOTAL</b> | 221.2                 | 100%       | 37                | 100%      | 16.7%             |

## Female Teacher Departures — SpEd, ELAR, and STEM Magnet Concentrated

23 female teachers departed across all campuses. Female departures are concentrated in three areas: Special Education/Life Skills roles (6 of 8 SpEd departures were female), ELAR roles (5 of 7 ELAR departures were female), and the STEM Magnet Academy (all 3 'Remain at Home' departures were female, specifically Asian women). These three clusters account for 14 of 23 female exits — 60.9% — and represent the district's most operationally critical departure concentration.

- SpEd Female Concentration:** 6 female SpEd/Life Skills teachers departed — including the district's ECC Life Skills/ECSE teacher (African American, 18 years, retired), an Elementary Inclusion-ES teacher (African American, 18 years, Other Employment), an Elementary SPED teacher (Biracial, 5 years), a HS Inclusion teacher (White, 8 years), a HS Life Skills teacher (African American, 15 years), and a MS Life Skills teacher (African American, 12 years). The feminized concentration of SpEd attrition means the district's student support infrastructure is carried and lost by female educators at every campus.
- ELAR Female Pipeline Loss:** 5 female ELAR teachers departed across ES, MS, HS, and STEM — a complete pipeline loss from 2nd Grade ELAR through Secondary ELAR STEM, all female. The only male ELAR departure was a 22-year White ESL teacher who retired. Every active-career ELAR female exit was Other Employment or Relocating, confirming competitive market pressure.

- **STEM Magnet Asian Female Exit:** 3 Asian female teachers at the STEM Magnet chose 'Remain at Home' — ages 47, 36, and 36 — in Math/Science roles. The concentration of Asian female 'Remain at Home' exits from a specialized magnet campus is a distinct workplace-culture signal that warrants dedicated analysis. Nationally, 'Remain at Home' exits from otherwise-career-active educators often reflect inflexible working conditions, toxic environment, or inadequate support rather than genuine preference for family over career.

## Male Teacher Departures — Math, SpEd, and Terminations

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14 male teachers departed — with the most notable concentration in Math (4 of 7 Math departures were male), SpEd/Inclusion (2 male Inclusion teachers), and a unique cluster of 'Other' reason exits including 2 Board terminations, 2 career changes, and 3 relocating/Other departures. Male departures skew toward HS (5 male exits) and MS (4 male exits).

- **MS Math Male Double Exit:** 2 male African American teachers left the Middle School in Math roles — an 18-year veteran (8th Grade Math, Master's, Other Employment/Relocating) and a 2-year teacher (7th Grade Math, Bachelor's, Career Change). Losing both a senior and an early-career Math educator from MS Math in the same year creates a complete department reconstruction challenge at the most STAAR-critical grade level.
- **Board Termination Complexity:** The only Board termination among male departures was an African American male HS Inclusion teacher (9 years, Master's) — the only mid-career, Master's-level educator in the dataset to be terminated. Combined with the STEM Magnet Math termination, the district had 2 Board-initiated separations in 2024-25.
- **30-Year HS Inclusion Exit:** A 71-year-old Hispanic/White male teacher with 30 years of experience departed from HS Inclusion with 'N/A' as his reason — the oldest educator in the dataset and most senior by experience. His departure, whether voluntary or facilitated, removes three decades of SPED institutional knowledge from the district's high school.

## Section 3: Age Analysis

Stafford MSD's departure age profile is dominated by the 40-49 cohort (37.8% of all departures), followed by the 30-39 cohort (24.3%). The district's departures skew significantly older than Texas norms — reflecting Stafford MSD's experienced workforce profile, where only 16.0% of teachers are beginners and 48.8% have more than 5 years of experience. This age distribution means the district is losing its most seasoned, highest-value educators at an elevated rate.

| Age Cohort | Career Stage        | Departures | % of Total | Primary Exit Pattern   |
|------------|---------------------|------------|------------|--|
| Under 30   | Early Career        | 2          | 5.4%       | One career change (MS Math, 2yr), one terminated (STEM Math) |
| 30-39      | Building Career     | 9          | 24.3%      | Mostly Other Employment; ELAR and Math concentrated          |
| 40-49      | Peak Career         | 14         | 37.8%      | Other Employment dominant; SpEd, ELAR, Math spread           |
| 50-59      | Pre-Retirement      | 8          | 21.6%      | Mixed: retirements, Other Employment, relocation             |
| 60+        | Retirement-Eligible | 4          | 10.8%      | 3 retirements; 1 N/A (71-year-old, 30yr exp)                 |

### KEY PATTERN: 40-49 COHORT DOMINATES — PEAK-PRODUCTIVITY LOSS

The 40-49 age cohort accounts for 14 of 37 departures (37.8%) — educators at the peak of their instructional effectiveness and institutional investment. This group has 4-18 years of Stafford MSD experience, full certifications, established student relationships, and substantial district-specific knowledge. Their departure for 'Other Employment' represents the most expensive attrition type per teacher: the district loses maximum return on its hiring and development investment at exactly the moment when that investment begins to pay off most fully.

## The 40-49 Cohort — District's Highest-Value Departure Band

14 educators aged 40-49 departed — a diverse group spanning African American (7), Asian (3), White (2), and American Indian (2) teachers across all campuses and subjects. Experience levels range from 4 to 18 years, and 'Other Employment' is the overwhelmingly dominant reason, confirming that the district's compensation and working conditions are losing a competitive battle with the external market for educators at their most productive career stage.

- Black Female Peak-Career Cluster:** African American female educators aged 40-49 account for 5 of the 14 departures in this cohort — in Life Skills (HS, 15yr), Inclusion-ES (ELEM, 18yr), 5th Grade (ELEM, 5yr), 4th Grade Math (ELEM, 4yr), and Life Skills (MS, 12yr). Five experienced African American female educators in their peak career years leaving for Other Employment constitutes the district's most critical retention failure.
- STEM Asian Female Peak-Career:** Three Asian female teachers aged 36-47 departed from the STEM Magnet Academy — all in Math/Science roles, all citing 'Remain at Home.' These educators are in the exact 40-49 range where their STEM credentials would command premium compensation in industry, and the STEM Magnet appears to be failing to create conditions that make returning to school competitive with alternatives.
- American Indian Bilingual Loss:** Two American Indian females departed in the 40-49 band — a 38-year-old (4th Grade BIL, 4yr, 'Remain at Home') and a 50-year-old (1st Grade BIL, 6yr, 'Other Employment') — both in bilingual elementary roles. These represent the complete loss of the district's American Indian bilingual teachers at the elementary level.

## The 60+ Cohort — Retirement Wave and a Notable Outlier

4 educators aged 60+ departed — 3 via TRS retirement and 1 with 'N/A' as the reason. The retirements are expected and plannable: a 62-year-old African American Life Skills/ECSE teacher (ECC), a 59-year-old White 3rd Grade Bilingual teacher (ELEM), and a 60-year-old White ESL teacher (ELEM). These retirements together remove approximately 66 combined years of experience from the district's most specialized elementary roles.

- 71-Year-Old 30-Year SPED Veteran:** The 71-year-old Hispanic/White male HS Inclusion teacher with 30 years of experience and 'N/A' as his departure reason is the most analytically ambiguous record in the dataset. At 71 years of age with 30 years of experience, his departure was almost certainly planned or facilitated — but the absence of a reason code makes it unclear whether this was a voluntary retirement, a retirement encouraged by the district, or another circumstance. His 30-year SPED teaching career represents the deepest institutional knowledge loss in the dataset.

## Section 4: Years of Teaching Experience Analysis

Stafford MSD's experience profile is strongly concentrated in early-to-mid career ranges, consistent with TAPR data showing 48.8% of staff in the beginning-to-5-year band. The departure data reflects this: 43.2% of departing teachers have 5 or fewer years of experience. However, the 6-20 year band is also over-represented in departures relative to workforce share, indicating that even mid-career retention is a meaningful challenge at Stafford MSD.

| Experience Band       | District Staff (TAPR) | % of Staff  | Departures (PIR) | % of Sep.   | Attrition Index |
|-----------------------|-----------------------|-------------|------------------|-------------|-----------------|
| Beginning (0 years)   | 35.3                  | 16.0%       | 2                | 5.4%        | 0.34            |
| 1-5 Years             | 72.6                  | 32.8%       | 14               | 37.8%       | 1.15            |
| 6-10 Years            | 40.9                  | 18.5%       | 10               | 27.0%       | 1.46            |
| 11-20 Years           | 44.1                  | 19.9%       | 7                | 18.9%       | 0.95            |
| 21-30 Years           | 24.3                  | 11.0%       | 4                | 10.8%       | 0.98            |
| Over 30 Years         | 4.0                   | 1.8%        | 0                | 0%          | 0.00*           |
| <b>DISTRICT TOTAL</b> | <b>221.2</b>          | <b>100%</b> | <b>37</b>        | <b>100%</b> | <b>1.00</b>     |

\* Note: The one 30-year-experience teacher (Hispanic/White, HS Inclusion) is counted in the 21-30 band per TAPR groupings. The district has very few 30+ year veterans (4.0 FTE per TAPR), consistent with its relatively young workforce profile.

## The 6-10 Year Band — Most Over-Represented

The 6-10 year experience band has an Attrition Index of 1.46 — the highest in the dataset — with 10 departures from 40.9 FTE. This band represents educators who have survived the early-career transition, built classroom competence, and reached the career stage where they are most actively sought by competing employers. Their over-representation in departures reflects a 'second cliff' in retention: Stafford MSD loses teachers not just in years 1-3 but again at years 6-10 when alternative opportunities become most attractive.

- Cross-Campus Distribution:** The 6-10 year departures span all campuses and subjects: ECC (Pre-K teacher, 7yr), ES (1st Grade BIL, 6yr; 1st Grade, 7yr), HS (Science, 8yr; Inclusion, 8yr; JROTC, 11yr\*);

Math, 7yr), MS (Life Skills, 12yr\*; 8th ELAR, 14yr\*), making this the district's most diverse and distributed attrition band.

- **Competitive Recruitment Dominant:** Among the 10 six-to-ten-year departures, 7 cited 'Other Employment' or a career change as their reason — confirming that educators at this experience level are actively recruited away rather than pushing themselves out of the profession. The district is in direct competition with external market forces for this cohort.

## The 1-5 Year Band — Volume-Driven Early Attrition

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14 teachers with 1-5 years of experience departed (Attrition Index 1.15), representing the largest single count in any band. This is consistent with national patterns where early-career attrition is highest. However, within Stafford MSD's 1-5 year band, the departure reasons include several 'Other Employment' exits from teachers who have cleared the first-year difficulty peak, suggesting active market competition rather than profession abandonment.

- **2-Year Experience Cluster:** 5 of the 14 early-career departures had exactly 2 years of experience — the peak departure risk year nationally. These 5 educators span African American (2nd Grade ELAR and 5th Grade), African American (HS Social Studies), African American (MS 7th Math), and STEM (ELAR) — a racially and subject-diverse group making simultaneous early career exits.
- **Bilingual Early-Career:** The district's bilingual program is particularly vulnerable in the 1-5 year band: the 4-year American Indian 4th Grade BIL teacher and the 1-year STEM ELAR teacher departed, removing early-career bilingual and multilingual instruction capacity from both the elementary and magnet campus.

## Beginning Teachers (0 Years) — Low but Notable

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Only 2 beginning teachers departed — an Attrition Index of 0.34, well below proportional. However, both are notable: a 54-year-old male African American 7th Grade Science teacher with 0 years of experience who chose 'Remain at Home,' and the STEM Magnet Math teacher with no listed experience who was terminated by the Board. The African American beginning teacher's 'Remain at Home' exit at age 54 suggests a mid-career entry into teaching that did not survive the first year — a pattern associated with inadequate first-year teacher support.

## Section 5: Highest Degree Earned Analysis

Stafford MSD's degree distribution among departing teachers is notable for its Master's degree over-representation — 14 of 37 departures (37.8%) held Master's degrees, compared to 27.9% of the workforce. The Attrition Index of 1.36 for Master's holders indicates that the district's most credentialed educators are disproportionately leaving — a pattern seen across multiple districts in this report series and typically associated with compensation structures that do not adequately reward advanced credentials.

| Degree Level          | District Staff (TAPR) | % of Staff | Departures (PIR) | % of Sep. | Attrition Index |
|-----------------------|-----------------------|------------|------------------|-----------|-----------------|
| No Degree             | 1.0                   | 0.5%       | 0                | 0%        | 0.00            |
| Bachelor's            | 154.5                 | 69.8%      | 23               | 62.2%     | 0.89            |
| Master's              | 61.8                  | 27.9%      | 14               | 37.8%     | 1.36            |
| Doctorate             | 4.0                   | 1.8%       | 0                | 0%        | 0.00            |
| <b>DISTRICT TOTAL</b> | 221.2                 | 100%       | 37               | 100%      | 1.00            |

### Master's Degree Holders — Over-Represented Across Critical Roles

14 Master's-level teachers departed — spanning SpEd/Inclusion (3), ELAR (4), Math (3), Social Studies (1), and one 6th Grade general teacher. The over-representation of Master's degree holders in departures is concentrated in the district's hardest-to-replace roles: Inclusion and ELAR at every school level. These educators have invested in advanced credentials and are being recruited away to institutions that better compensate that investment.

- Master's SpEd Concentration:** 3 of 8 SpEd/Inclusion departures held Master's degrees — including the HS Inclusion teacher who was terminated (African American, 9yr, Master's), the Elementary Inclusion-ES teacher (African American, 18yr, Master's), and the MS 7th Grade ELAR teacher (African American, 4yr, Master's). Losing Master's-level SpEd educators to both termination and Other Employment is a compounded credential loss.
- Master's ELAR Four-Campus:** 4 ELAR departures held Master's degrees — the 2nd Grade ELAR teacher who retired (African American, 2yr), the 7th Grade ELAR teacher (African American, 4yr), the 7th Grade ELAR teacher (Hispanic/White, 5yr), and the 6th Grade teacher (Asian, 6yr). The Master's-level ELAR departure cluster spans three different campuses and all active-career departure reasons.
- Master's Math Competitive Loss:** 3 Math departures held Master's degrees — HS Secondary Math (Asian, 7yr, career change), MS 8th Grade Math (African American, 18yr, Other Employment/Relocating), and HS Inclusion-HS (African American, 9yr, terminated). The career-change exit from a credentialed Asian Math teacher at 31 years of age specifically signals compensation inadequacy relative to non-education STEM opportunities.

### Bachelor's Degree Holders — Volume-Driven but Proportional

23 Bachelor's-level teachers departed — slightly below their 69.8% workforce proportion (Attrition Index 0.89). Bachelor's departures are distributed across all campuses and subjects, with the largest clusters in elementary grade-level positions (4th and 5th Grade) and bilingual roles. 'Other Employment' remains the dominant exit reason within this group as well, confirming that market competition for Bachelor's-level educators is active across all credential levels at Stafford MSD.

- STEM Bachelor's Complete Exit:** The STEM Magnet Academy lost 3 Bachelor's-level teachers — all to 'Remain at Home' (2 Asian females) and termination (1 Asian male). Combined with the Bachelor's ELAR

STEM departure (relocating), the Magnet lost all 4 of its departing teachers from the Bachelor's tier, leaving its remaining staff without experienced colleagues in Math/Science and ELAR.

## Section 6: Subject Area & Role Analysis

Stafford MSD's subject-area departure profile is defined by three concurrent shortages: Special Education/Life Skills (8 departures), Math (7 departures), and ELAR (7 departures), together accounting for 22 of 37 exits (59.5%). These three categories simultaneously hollow out the district's core academic instruction and student support infrastructure across all school levels. Science (4 departures) and the bilingual program (5 departures) add to a compounding multi-subject crisis.

| Subject / Role Area                   | Departures | % of Total | Campuses Affected          | Key Pattern                                       |
|---------------------------------------|------------|------------|----------------------------|---|
| SpEd / Inclusion / Life Skills / ECSE | 8          | 21.6%      | ECC, ES, HS (x3), MS       | All levels; 3 subtypes; 6 female; veteran-heavy   |
| Math                                  | 7          | 18.9%      | ES, HS, MS (x2), STEM (x2) | Career changes + relocation; STEM male terminated |
| ELAR / English / ESL                  | 7          | 18.9%      | ES (x2), HS, MS (x3), STEM | All levels; competitive + relocation exits        |
| Science                               | 4          | 10.8%      | HS, MS, STEM (x2)          | All active employment exits or career pivots      |
| Bilingual / ESL                       | 5          | 13.5%      | ES (x4), STEM              | Veterans retiring; active-career BIL leaving      |
| Core Subjects (Grade-Level ES)        | 5          | 13.5%      | ES, ECC                    | 4th/5th Grade; Pre-K; Other Employment dominant   |
| Social Studies / JROTC / Dance        | 3          | 8.1%       | HS (x3)                    | HS specialty; relocation, retirement, employment  |

### **EMERGENCY: SPECIAL EDUCATION — 8 DEPARTURES ACROSS ALL CAMPUSES AND 3 SUBTYPES**

Special Education, Inclusion, and Life Skills together account for 8 of 37 departures (21.6%) — the single largest subject category in Stafford MSD's 2024-25 departure data. These exits span Early Childhood ECSE (1), Elementary Inclusion-ES (1) and SPED (1), High School Inclusion-HS (3, including a termination) and Life Skills (1), and Middle School Life Skills (1). Every campus with a special education program lost at least one educator in 2024-25, with the High School losing 3 SpEd teachers simultaneously. This constitutes a district-wide special education staffing emergency.

## Special Education / Life Skills — Campus-by-Campus Analysis

The 8 SpEd/Life Skills departures represent a cascade across every campus level. High School alone lost 3 SpEd teachers — two Inclusion-HS departures and one Life Skills departure — removing the HS's entire Inclusion staff in a single year. The most senior SpEd departure was the ECC Life Skills/ECSE teacher who retired at age 62 after 18 years; the most concerning was the HS Inclusion teacher terminated by the Board after 9 years.

- **HS Inclusion Complete Departure:** HS Inclusion lost 3 teachers simultaneously: an African American male (9yr, Master's) terminated by the Board, a 71-year-old Hispanic/White male (30yr, Bachelor's) with 'N/A' as his reason, and a White female (8yr, Bachelor's) who took Other Employment. The complete simultaneous departure of every HS Inclusion teacher places every HS student on an IEP in a service-disruption situation for fall 2025-26.
- **EC and ES Senior SpEd Dual Loss:** The ECC Life Skills/ECSE teacher (African American, 62yr, 18yr experience, retired) and the Elementary Inclusion-ES teacher (African American, 60yr, 18yr experience, Other Employment) departed simultaneously — both female African American educators with 18 years of experience in specialized roles. Their co-departure removes the district's most senior SpEd expertise from its youngest learners.
- **MS Life Skills Senior Exit:** The MS Life Skills teacher (African American, 48yr, 12yr experience) departed for Other Employment — the only SpEd exit from Middle School, leaving MS SpEd service delivery without its most experienced program leader.

## Math — Multi-Campus, Multi-Reason Crisis

7 Math teachers departed across 4 campuses (ES, HS, MS, STEM) via 5 different exit reasons: Other Employment, Career Change, Other Employment/Relocating, Remain at Home, and Terminated. This diversity of exit reasons makes Math attrition the most complex subject-area problem in the dataset — no single retention strategy addresses all 7 departures simultaneously.

- **MS Math Complete Double Exit:** Middle School lost 2 Math teachers: an 18-year African American veteran (8th Grade Math, Master's, Other Employment/Relocating) and a 2-year African American teacher (7th Grade Math, Bachelor's, Career Change). Simultaneously losing the experienced and the early-career Math teacher from MS creates a complete Math instructional team rebuilding challenge for grades 7-8.
- **STEM Math Dual Loss:** The STEM Magnet Academy lost 2 Math teachers: a male Asian Secondary Math teacher (terminated by Board) and a female Asian 4th Grade Math/Science teacher (Remain at Home). Math is the STEM Magnet's foundational discipline, and losing 2 of its Math educators in a single year — one terminated, one choosing to leave — raises existential questions about the Magnet's program stability.
- **Career-Change Math Loss:** An Asian male HS Secondary Math teacher with 7 years and a Master's degree chose to change career fields — a mid-career departure from a credentialed STEM educator that reflects the premium mathematics professionals command in the non-education labor market. Retaining mid-career Math teachers with STEM credentials requires compensation approaching or matching industry alternatives.

## ELAR — Complete Pipeline Across All Levels

7 ELAR/English/ESL departures span every school level — 2nd Grade ELAR (ES), ESL (ES, retired), Secondary English (HS), Secondary Social Studies (HS), 7th Grade ELAR (MS x2), and Secondary ELAR STEM (STEM). This complete pipeline loss — from 2nd Grade through High School — eliminates ELAR continuity across the district's entire curriculum progression simultaneously.

- **MS ELAR Complete Erasure:** Middle School lost 3 ELAR teachers — an African American female (7th ELAR, 4yr, Master's, Other Employment), a Hispanic/White male (8th ELAR, 14yr, Bachelor's, Other), and a Hispanic/White female (7th ELAR, 5yr, Master's, Other Employment). MS lost its entire ELAR department's mid-career educators across grades 7 and 8 simultaneously.
- **ESL Veteran Retirement:** The 22-year ESL teacher who retired (White male, ELEM) is the district's veteran bilingual support specialist whose departure removes both the role and its institutional expertise

simultaneously. ESL teachers in Texas require specialized TESOL/ESL certification that is in short supply statewide.

## Bilingual Program — Veteran Retirements and Active-Career Exits

5 bilingual/ESL departures — all from Elementary — represent a concentrated loss in the district's bilingual education pipeline at precisely the campuses that serve Stafford MSD's large and growing Hispanic and multilingual student population. Three are active-career exits (Other Employment and Other reasons) and two are retirements (22-year ESL and 27-year 3rd Grade Bilingual).

- **49 Combined Bilingual Years Lost:** The two bilingual retirements — a 27-year veteran 3rd Grade Bilingual teacher (White female, 59yr) and a 22-year ESL specialist (White male, 60yr) — remove 49 combined years of bilingual instruction expertise from the Elementary level in a single year. Their roles require Texas bilingual certification, which is among the most difficult to fill statewide.
- **22-Year BIL Ambiguous Exit:** A 22-year Hispanic/American Indian male (5th Grade BIL) chose 'Other' as his exit reason — a senior bilingual teacher's ambiguous departure that may signal dissatisfaction with the district's bilingual program direction, workload, or compensation relative to bilingual instruction demand in neighboring districts.

## Section 7: Campus & School Level Analysis

Stafford MSD's departures are distributed across all 5 campuses, with Elementary leading in volume (13 departures) and the STEM Magnet Academy presenting the most concentrated and analytically distinctive pattern (4 departures — 10.8% of the total from a campus that represents a small fraction of district staff). High School and Middle School each lost meaningful subject-area depth, while Early Childhood Center's 2 departures disproportionately represent senior specialized educators.

| Campus / Level         | Departures | % of Total  | Key Subject Losses   |
|------------------------|------------|-------------|--|
| Elementary School      | 13         | 35.1%       | Bilingual (x3+), 4th/5th Grade (x4), SpEd (x2), 1st Grade (x2), 2nd ELAR                       |
| High School            | 10         | 27.0%       | Inclusion-HS (x3, complete), Life Skills, Science, English, Social Studies, JROTC, Dance, Math |
| Middle School          | 8          | 21.6%       | ELAR (x3), Math (x2), Life Skills, Science, 6th Grade  |
| STEM Magnet Academy    | 4          | 10.8%       | Math (x2), ELAR, Math/Science — all Asian/White departures; 3 remain-at-home                   |
| Early Childhood Center | 2          | 5.4%        | Life Skills/ECSE (18yr, retired), Pre-K (7yr, Other Employment)                                |
| <b>DISTRICT TOTAL</b>  | <b>37</b>  | <b>100%</b> | SpEd, Math, ELAR, Science, Bilingual simultaneously affected across all levels                 |

### STEM Magnet Academy — Campus-Specific Crisis

The STEM Magnet Academy's 4 departures represent a uniquely concentrated pattern: 3 Asian females chose 'Remain at Home' from Math/Science roles, 1 Asian male was terminated from Math, and 1 White female is relocating from ELAR. In a campus whose entire academic identity is built around Math and Science instruction, losing multiple Math/Science educators in a single year — especially via 'Remain at Home' rather than competitive recruitment — is a specific campus culture and working conditions signal that the district cannot afford to ignore.

- Simultaneous Exit Signal:** All 3 'Remain at Home' departures from the STEM Magnet were Asian female teachers in Math/Science — ages 47, 36, and 36 (born 1978, 1989, 1989). Two were born in the same year, had the same departure date (6/6/2025), and made the same exit decision simultaneously — a statistically remarkable alignment that is almost certainly not coincidental and warrants a focused investigation.
- Magnet-Level Separation Rate:** The STEM Magnet's only other departures — a male Asian terminated from Math and a White female relocating from ELAR — bring the campus's total to 4 departures across its two core subject areas. If the Magnet has approximately 15-25 teachers, a 4-teacher departure represents a 16-27% campus-level separation rate — far exceeding the district average of 16.7%.

### Elementary School — Bilingual and Grade-Level Breadth

Elementary's 13 departures span the widest subject and grade-level breadth in the dataset: 1st Grade (x2), 2nd Grade ELAR, 3rd Grade Bilingual (retired), 4th Grade (x3: Bilingual, Math, and Core Subjects), 5th Grade (x2: BIL and Core Subjects), Inclusion-ES, SPED, and ESL. This breadth means the ES campus is rebuilding every grade level from 1st through 5th, all bilingual positions, and both SpEd roles simultaneously.

- Elementary Bilingual Four-Teacher Loss:** Elementary bilingual departures include 4th Grade BIL (American Indian, 4yr), 5th Grade BIL (Hispanic/American Indian, 22yr), 3rd Grade Bilingual (White, 27yr, retired), and ESL (White, 22yr, retired). Four bilingual educators departing from a single elementary campus requires an emergency bilingual teacher recruitment plan beginning in spring 2025.
- Complete 4th Grade Departure:** 4th Grade lost 3 teachers simultaneously — 4th Grade BIL (American Indian, Remain at Home), 4th Grade Core Subjects (African American Male, Other Employment), and 4th

Grade Math (African American Female, Other Employment). Rebuilding every 4th Grade classroom position at the Elementary campus before August 2025 is among the most urgent hiring tasks in the dataset.

## Section 8: Reason for Separation & Timing Analysis

Stafford MSD's reason-for-separation profile is dominated by 'Other Employment' (40.5%) — a market-competition signal indicating that departing teachers are leaving for better opportunities elsewhere, not aging out through retirement or choosing family over work. This competitive departure pattern is the district's defining retention challenge and requires a market-responsive compensation and working conditions response. The diversity of other reasons — Remain at Home (10.8%), Relocating (8.1%), Career Change (5.4%), Terminated (5.4%), and Retire (13.5%) — adds additional complexity.

| Reason for Separation       | Count     | % of Total  | Racial Breakdown                          | Key Implication   |
|-----------------------------|-----------|-------------|---|---|
| Other Employment            | 15        | 40.5%       | AA: 9, White: 2, AI: 1, Asian: 1, Hisp: 2 | Active competitive recruitment — salary response needed         |
| Retire (TRS)                | 5         | 13.5%       | White: 3, AA: 2                           | Plannable; 27-38yr veterans in bilingual/SpEd roles             |
| Remain at Home              | 4         | 10.8%       | Asian: 3 (STEM), AA: 1 (MS Sci)           | 3 STEM Magnet cluster — campus culture investigation needed     |
| Other                       | 3         | 8.1%        | AA: 1, Hisp/AI: 1, Hisp/W: 1              | Ambiguous; may include dissatisfaction or personal circumstance |
| Relocating from Houston     | 3         | 8.1%        | White: 2, Asian: 1                        | Geographic mobility; district location factor                   |
| Other Employment/Relocating | 2         | 5.4%        | AA: 1, AA: 1                              | Competitive + geographic; dual-factor exits                     |
| Terminated by Board         | 2         | 5.4%        | AA: 1 (HS Inc.), Asian: 1 (STEM Math)     | Involuntary; SpEd and STEM specialty impact                     |
| Changing Career Fields      | 2         | 5.4%        | Asian: 1, AA: 1                           | Both male Math teachers; compensation vs. industry gap          |
| N/A                         | 1         | 2.7%        | Hisp/White: 1 (71yr, 30yr exp)            | Ambiguous; likely retirement-adjacent                           |
| <b>DISTRICT TOTAL</b>       | <b>37</b> | <b>100%</b> | —   | —   |

### 'Other Employment' — The Dominant Signal

15 of 37 departures (40.5%) cited Other Employment as their primary reason — a rate significantly above what would be expected in a stable-retention district. 'Other Employment' exits are the most preventable category in teacher retention: these are educators who were actively making a choice to accept a competing offer, which means that at some point in their decision window, a counter-offer, workload adjustment, or recognition could have changed the outcome.

- African American Other Employment:** 9 of the 15 'Other Employment' exits were African American teachers — spanning ECC (Pre-K), ES (5th Grade, Inclusion-ES, 5th Grade), HS (Science, Life Skills), and MS (7th ELAR, Life Skills, 8th Math). This is the single most important retention signal in the dataset: African American educators are being actively recruited away from Stafford MSD at a high rate.
- Senior Other Employment Exits:** The 'Other Employment' exits include 3 teachers with 10 or more years of experience (Inclusion-ES, 18yr; MS Life Skills, 12yr; ECC Pre-K, 7yr) — mid-to-senior educators whose competitive value in the market reflects their accumulated expertise. Retaining 10+ year educators who are fielding outside offers requires explicit counter-offer authority in HR and compensation review processes.

- Competitive Vulnerability Peak:** The average experience of 'Other Employment' exiters is approximately 8.5 years — meaning the district is most competitively vulnerable in the 6-12 year experience range where educators have built enough expertise to be attractive to competitors but have not yet reached pension-anchored seniority.

## 'Remain at Home' — Campus-Specific Signal

4 teachers listed 'Remain at Home' as their exit reason — 3 clustered at the STEM Magnet (Asian females) and 1 at Middle School (African American male, 0-year Science teacher). While 'Remain at Home' can reflect genuine family preference, the concentration of this reason at a single campus among educators of the same demographic makes it analytically suspicious as a pure-preference choice. Working conditions that make employment untenable or unpleasant are frequently reported under 'Remain at Home' in teacher exit data nationally.

## Terminations — Operational and Reputational Risk

2 Board terminations in a single year — the HS Inclusion teacher (African American male, 9yr, Master's) and the STEM Magnet Secondary Math teacher (Asian male) — represent both operational losses (hard-to-replace credentials removed) and institutional signals about the district's management of personnel in challenging situations. Terminations in shortage-area subjects (SpEd, Math) are particularly costly because they remove difficult-to-replace educators from roles where the district cannot afford additional vacancies.

- HS Inclusion Compounded Gap:** The termination of a 9-year Master's-level African American male Inclusion teacher from HS leaves the HS Inclusion program — already shorthanded due to the simultaneous departure of two other Inclusion teachers — completely without staff. Regardless of the grounds for termination, the timing creates a 3-person Inclusion gap at the district's highest-accountability campus.

## Timing — Extended Summer Departures

Unlike the near-total May concentration seen in other districts in this report series, Stafford MSD's departures span a much wider date range — from May 30 through August 1, 2025. This extended resignation window reflects the district's 'Other Employment' dominated exit pattern: educators who receive job offers from competing institutions at different points in the hiring season submit resignation letters as they accept new positions, rather than all resigning on a standard contract date.

| Date Range                 | Count | Notes  |
|----------------------------|-------|--|
| May 30-31, 2025            | 18    | Largest single-date cluster; standard contract termination                                 |
| June 2025 (multiple dates) | 12    | 6/6, 6/12, 6/16, 6/17, 6/24, 6/25, 6/27, 6/29 — rolling exits as competing offers accepted |
| July 2025                  | 5     | 7/2 (x3): ECC Retire, ES ESL Retire, STEM ELAR Relocating; 7/14 (HS Life Skills)           |
| August 1, 2025             | 1     | 4th Grade Math (African American female) — latest departure; disrupts pre-service planning |
| <b>DISTRICT TOTAL</b>      | 37    | Rolling departures make replacement hiring more complex than single end-of-year cliff      |

- August 1 Last-Minute Departure:** The August 1 departure of an Elementary 4th Grade Math teacher (African American female, 4yr, Bachelor's) is the latest exit in the dataset and the most disruptive for pre-service planning — occurring after most district-wide teacher orientation and campus preparation has concluded. A teacher departing August 1 creates an effective first-day-of-school vacancy.

- **Rolling June Exit Competition:** The extended June departure cluster (12 teachers over 8 different dates) means the district's replacement hiring was competing with a rolling succession of vacancies throughout June — a month when qualified candidate pools are already depleting as other districts complete their summer hiring. Each June departure reduces the quality of the available replacement candidate pool.

## Closing Note

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Stafford MSD occupies a unique and important position in the Texas educational landscape: it is one of very few school districts in the state with an African American teacher majority, a genuinely diverse faculty, and a demographic alignment between its educators and its students that national research consistently identifies as a powerful driver of student outcomes. That asset — a diverse, experienced, community-rooted teaching staff — is exactly what the 2024-25 departure data shows is at risk.

The 40.5% 'Other Employment' departure rate is the most actionable finding in this report. It means that nearly half of Stafford MSD's teacher losses in 2024-25 were preventable with a different compensation or retention response. Those educators did not leave because teaching stopped working for them; they left because another district, school, or employer offered something better. The window to compete for that talent is narrow — January through April of each year — and the tools to compete are known: market-responsive salary, shortage-area stipends, counter-offer authority for principals, and career advancement pathways that make staying at Stafford MSD professionally rewarding as well as financially competitive.

The STEM Magnet and HS Inclusion crises require immediate structural action before fall 2025. The competitive recruitment problem requires a sustained, multi-year compensation and culture strategy. Both are solvable. The data to act is in this report. The urgency is now.

### DATA SOURCES

Texas Education Agency — 2024-25 Staff Information (TAPR) | Stafford MSD (079910) — Fort Bend County  
Stafford MSD Personnel Information Report (PIR) | 2024-25 Academic Year | 37 Teacher Separations